



NTEN5303 New Testament Exegesis (Eng): Luke

Biblical Studies Division

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The mission of New Orleans Baptist Theological Seminary is to equip leaders to fulfill the Great Commission and the Great Commandments through the local church and its ministries.

Purpose of Course

A basic course designed to aid students in a thorough study of through verse-by-verse and paragraph-by-paragraph analysis, comparison of various English versions, consideration of pertinent historical and cultural issues, and consultation with major literature and commentaries. The course emphasizes proper methods for discovering the meaning of a text and applying it in teaching and preaching. *Recommended Prerequisites: BSHM5310 Introduction to Biblical Hermeneutics and NTEN5300 Exploring the New Testament.*

Our Core Values

The seminary has five core values. The focal core value for 2016-2017 is Characteristic Excellence. This course supports the five core values of the seminary.

Doctrinal Integrity: Knowing that the Bible is the Word of God, we believe it, teach it, proclaim it, and submit to it. Our confessional commitments are outlined in the "Articles of Religious Belief" and the "Baptist Faith and Message 2000."

Spiritual Vitality: We are a worshiping community emphasizing both personal spirituality and gathering together as a Seminary family for the praise and adoration of God and instruction in His Word.

Mission Focus: We are not here merely to get an education or to give one. We are here to change the world by fulfilling the Great Commission and the Great Commandments through the local church and its ministries.

Characteristic Excellence: What we do, we do to the utmost of our abilities and resources as a testimony to the glory of our Lord and Savior Jesus Christ.

Servant Leadership: We follow the model of Jesus and exert leadership and influence through the nurture and encouragement of those around us.

Curriculum Competencies Addressed

NOBTS faculty members realize that all ministers need to develop specific competencies if they are going to have an effective ministry. To increase the likelihood of NOBTS graduates having an effective ministry, the faculty developed a competency-based curriculum after identifying seven essential competencies necessary for effective ministry. All graduates are expected to have at least a minimum level of competency in all of the following seven areas:

Biblical Exposition: To interpret and communicate the Bible accurately.

Christian Theological Heritage: To understand and interpret Christian theological heritage and Baptist polity for the church.

Disciple Making: To stimulate church health through mobilizing the church for missions, evangelism, discipleship, and church growth.

Interpersonal Skills: To perform pastoral care effectively, with skills in communication and conflict management.

Servant Leadership: To serve churches effectively through team ministry.

Spiritual and Character Formation: To provide moral leadership by modeling and mentoring Christian character and devotion.

Worship Leadership: To facilitate worship effectively.

The curriculum competencies addressed in this course are:

Student Learning Outcomes

Knowledge

Students who complete this course successfully should:

- Know more thoroughly the significance of the background materials for Gospel of Luke
- Increase knowledge of the major approaches to the interpretation of Gospel of Luke
- Understand the message of Gospel of Luke as it applied in the first century and how it applies to preaching and teaching in our current church setting
- Understand the different theological perspectives and traditions in contemporary discussions pertaining to Gospel of Luke

Attitudes

Students who complete this course successfully should:

Appreciate the richness of Gospel of Luke
Recognize the importance of Gospel of Luke for understanding Christianity
Be more confident in interpreting the biblical text of Gospel of Luke

Skills

Students who complete this course successfully should:

- Improve their skills for interpreting Gospel of Luke by use of sound hermeneutics and exegetical principles
- Grasp more deeply the theological principles for interpreting major theological issues in Gospel of Luke
- Improve their ability to preach and teach the message of Gospel of Luke in our contemporary church setting
- Increase their understanding of how Gospel of Luke fits into the larger scope and purpose of the Bible
- Deepen their understanding of the theological concepts of Gospel of Luke

Textbooks

Bible: Any of the recognized standard translations. Recommend the recently released Zondervan NIV Study Bible with copious notes edited by D. A. Carson.

Garland, David E. Zondervan Exegetical Commentary on the New Testament: Luke. Zondervan, 2010.

Course Assignment Evaluation Percentages

Background Paper	20%
Weekly Discussion & Participation	30%
Exegesis Paper & Presentation	50%

Weekly Assignments:

There are no tests in this class. This means that assignment responsibilities will largely be due as paper projects and as weekly class participation, especially on the sections you choose from the course textbook.

Background Paper:

This paper is to be a **1000-1500 words, double spaced** using Turabian, SBL, APA style. Follow the guide below for writing your papers. *The page requirement does not include your bibliography and/or frontal pages.* The bibliography is to contain a minimum of **6 sources**. This reading includes the background materials from all of the required commentaries for this course. You will include an additional 3 sources from non-devotional type commentaries (see Guide for Writing Papers below).

Exegesis Paper:

The student will write a paper on a selected passage of his/her choosing. The passage may be chosen in consultation with the instructor. Using the format detailed below. This paper will be

2500-3000 words, double-spaced and footnoted to Turabian, SBL, or APA style. The word requirement excludes bibliography and frontal pages. The bibliography is to contain a minimum of **8 or more sources**.

Each student will prepare this paper and present it in class. The papers are to be sent to the other class members by the Tuesday before your presentation date.

Course Schedule

- | | |
|------------------------|------------------------|
| Unit 1 = Jan 23-28 | Unit 9 = Mar 26-Apr 1 |
| Unit 2 = Jan 29-Feb 4 | Unit 10 = Apr 2-8 |
| Unit 3 = Feb 5-11 | Unit 11 = Apr 9-15 |
| Unit 4 = Feb 12-18 | Unit 12 = Apr 16-22 |
| Unit 5 = Feb 19-25 | Unit 13 = Apr 23-29 |
| Unit 6 = Feb 26-Mar 4 | Unit 14 = Apr 30-May 6 |
| Unit 7 = Mar 5-11 | Unit 15 = May 7-11 |
| Spring Break Mar 12-18 | |
| Unit 8 = Mar 19-25 | |

Unit Number:	Passage in Luke	Due Dates
Unit 1	Introduction to Course	Weekly assignments
Unit 2	Section I -II	Weekly assignments
Unit 3	Section III	Weekly assignments Background Paper Due by Saturday night of this week
Unit 4	Section IV	Weekly assignments
Unit 5	Section V	Weekly assignments
Unit 6	Section VI	Weekly assignments
Unit 7	Section VII	Weekly assignments
Break Week		

Unit 8 March 23		Paper Presentations 1) 2)
Unit 9 March 30		Paper Presentations 1) 2)
Unit 10 April 6		Paper Presentations 1) 2)
Unit 11 April 13		Paper Presentation 1) 2)
Unit 12 April 20		Paper Presentation
Unit 13 April 27		Paper Presentation
Unit 14 May 4		Paper Presentation
Unit 15 May 11		Final: Overflow Date Paper re-writes are due the Thursday night of finals week

Policy for Assignment Due Date Extensions:

Every assignment that you have for this course is listed with an assignment due date. You are expected to have your work submitted on time. Late penalties will be assessed at 5% per day late

Course Policies

Reading Assignments

Students are responsible for completing all reading assignments.

Professor's Policy on Late Assignments

All work is due on the assigned date in the syllabus. The grade for late assignments will automatically be reduced by

Professor's Availability and Assignment Feedback

The student may contact the professor at any time using the email address provided in the course syllabus. The professor will make every effort to return answers to emailed questions within a 24-hour period of time. Assignments requiring grading will be returned to the student within a reasonable period of time. Student feedback on graded assignments will be provided through the grading rubric located in the student's

Blackboard Grade Book. The student will find comments in the grading rubric, as well as on graded paper assignments. The student may also email the course grader with questions regarding grading.

Help for Writing Papers at “The Write Stuff”

This is the official NOBTS Writing Center online help site for writing academic papers and essays. <http://www.nobts.edu/writing/default.html> You will discover writing guides, tips, and valuable information to help you become a better writer. Go here for Turabian and APA style helps and guidelines. You will also find language fonts for Greek and Hebrew.

Academic Honesty Policy

All graduate and undergraduate NOBTS students, whether on-campus, internet, or extension center students, are expected to adhere to the highest Christian standard of honesty and integrity when completing academic assignments for all courses in every delivery system format. The Bible provides our standard for academic integrity and honesty. This standard applies whether a student is taking tests, quizzes, exams, writing papers, completing Discussion Boards, or any other course requirement.

Plagiarism on Written Assignments

NOBTS has a no tolerance policy for plagiarism. Please be aware that plagiarism in certain cases may result in expulsion from the seminary. Refer to the NOBTS Student Handbook <http://www.nobts.edu/resources/pdf/student-services/NOBTSHandbook.pdf> where the definition, penalties and policies associated with plagiarism are clearly defined.

Classroom Parameters

Please arrive on time.

Turn off cell phones. Utilize laptops and other technology for class purposes only.

Respect the professor and other members of the class.

Maintain confidentiality when someone shares personal information.

Participate in class and group discussions.

Extra Credit

The policy for extra credit in this course is

Blackboard and ITC Technical Support

Blackboard is the instructional platform used in this class. Please make sure that your contact information is accurate and up-to-date. If you need assistance accessing Blackboard, Selfserve, or other technical support, please contact the Information Technology Center (Hardin Student Center 290 or call **504.816.8180**). Here are other helpful links to ITC assistance.

- Selfserve@nobts.edu - Email for technical questions/support requests with the Selfserve.nobts.edu site (Access to online registration, financial account, online transcript, etc.)

- BlackboardHelpDesk@nobts.edu - Email for technical questions/support requests with the NOBTS Blackboard Learning Management System NOBTS.Blackboard.com.
- ITCSupport@nobts.edu - Email for general technical questions/support requests.
- www.NOBTS.edu/itc/ - General NOBTS technical help information is provided on this website.
- For Student Assistance in using Blackboard, visit: [Student Bb Help](#)

Academic Catalog & Policies

Academic policies related to absences, grading scale, final examination schedules, and other topics can be found in the current online catalog: [New Orleans Baptist Theological Seminary Academic Catalog](#).

Web-based Course Reminder/Warning

Web-based courses are, by nature, a different kind of learning experience than courses taught in the traditional classroom. Because of this structure, this web-based course is more reading and writing intensive than traditional classroom courses. Rigorous study of the deep things of God can be a rewarding experience for anyone who participates in it, but it also calls for extra diligence and integrity in completing the work. This reality does not mean that a web-based course cannot be successful in equipping you, the student, for effective, God-honoring ministry. It simply means utilizing a different strategy. Internet courses allow room for independent learners to thrive—to work at a responsible pace, to engage in student-led discussions, and to take ownership of the learning of course content. Note that your instructors are praying for your success.

Policy for Graduating Seniors

Graduating Seniors are responsible for alerting the professor of your intention to graduate. All of your assignments must be completed by noon (12:00 PM) on the Wednesday prior to commencement exercises.

How Can I Learn Time Management?

1. Use a personal calendar - As simple as this may sound, many ministers have not mastered the use of their calendar. Here is one method for learning to do this:

a. Mark your Project Due Date:

Take your syllabus, right now, and mark EVERY assignment due date

b. Calculate your Project Start Date:

Give consideration to how long you think the assignment will *realistically* take to complete and ‘back up’ on your calendar that amount of time

c. Add about 10-15% more time to allow for foreseen events that *always* come up

d. Mark the calculated *Project Start Date* on your calendar

- e. Discipline yourself to start the project on your calculated date (this is the hard part)
 - f. Adjust as needed
2. Use a “To Do List” - This is crucial for time management. Once you have your Project Start Dates on the calendar, your To Do List helps you visualize what you need to accomplish during your busy day
 3. Look at your calendar first thing as you start your day (No exceptions!)
 4. Prioritize your “To Do List” - (Ask God during your morning prayers to help you prioritize and accomplish your tasks to His glory!)
 5. Work down your prioritized list - After step 4, discipline yourself to do each item! Check them off as a small reward for accomplishing each task.
 6. Carry over unfinished items to the next day’s “To Do List” - Some days you just cannot get it all done and sometimes God rearranges your day. Be realistic and move unfinished items to the next day.

Mastering calendar use is primarily a self-discipline issue. Success in your ministry hinges upon three imperatives: “Show up!” “Show up on time!” “Show up prepared!”

Recommended Computer Software

The student is strongly encouraged to purchase Bible software for his/her use in biblical exegesis. At this level of study, a software program capable of producing the text, performing sophisticated morphological searches, with available lexicons, commentaries, and other helpful supplemental works is an absolute necessity. The software packages listed below are capable of intense, complex searches required for biblical studies research purposes and/or sermon preparation. The purchase of this kind of software is indispensable at this level of language study. The major software packages all run on either PC or Mac platforms.

BibleWorks: BibleWorks (bibleworks.com) provides discounts for our students when purchased in bulk orders (see your professor for more information). BibleWorks costs about \$350 for their basic software program which includes many supplemental works. Ordered in bundles of 10 or more, the price is reduced to \$250 for NOBTS seminary students. Bulk orders are placed through the local NOBTS LifeWay Store. Call their customer service for questions and student discounts. (bibleworks.com)

Accordance: The Original Languages Package is around \$300 with many other add-on texts available and they offer student discounts. Accordance has a PC emulator as well. Responses have been varied on this emulator. Call their customer service for questions and student discounts. (accordancebible.com)

Logos 6: Logos 6.0 is offered at varied package prices, but we recommend that you consider a minimum of the Bronze Level package that has the Greek and Hebrew texts for NOBTS language courses. NOBTS offers a training course called PREA6230/6330 Technological Applications for Bible Study and Preaching. Students who take this course may purchase the software at a 50% discount. Students who purchase the software directly from Logos receive a 30% discount. Call their customer service for questions and student discounts. (logos.com)

HOW TO PHRASE A NEW TESTAMENT PASSAGE (Phrasing an English Passage of Scripture)

**By William D. Mounce in
*Greek for the Rest of Us, Zondervan Publishers, 2003***

Used with Permission by William D. Mounce, pp. 55-79; 109-41

You will find this section much easier to work if you copy the passage into your word processor. This will allow you to move the parts around easily and help you see the structure of the passage. From this structure you will find meaning.

Step 1: Find the Beginning and the End of the Passage

This step is contained in the choice you made for your paper.

Step 2: Identify the Sections

In this step you want to begin breaking the passage down into its natural sections. Read and re-read until the sections begin to appear to you. Take time to see the big picture here. Look for clues of the structure of the passage. You are looking for the author's intent. This is where much of the joy of Bible study discoveries lies. If you rush to a commentary, you will miss this blessing. Let the Holy Spirit show you the author's thought breaks.

Step 3: Identify the Phrases

Now divide the individual sections into its phrases. This is NOT diagramming. You are looking for phrases the author has employed to convey his meaning. Simply hit a hard return for each phrase until they are lined up on the left margin of your word processor.

Step 4: Identify the Main Phrase(s) and Modifying Phrases

This is where you will place the main phrases to the left and indent the modifying (subordinate) ideas to the right. You may take this down to as much detail as you like, but make certain you have identified the main phrases and place them to the left.

From your finished outline, you will see how to arrange your Exegetical and Homiletical outlines for your paper and sermon. Notice how the author's thoughts begin to appear in the phrasing.

GUIDELINES FOR WRITING BACKGROUND PAPERS

1. Study the Historical Context:

a. Consider and research the broader or general historical context
Research the larger context of the NT setting from influences of the Inter-testamental Period through the NT times. You are looking for the big picture of the world scene here.

b. Consider and research the immediate historical context
Research the immediate historical context of your particular book or letter. Focus on general information like the occasion and purpose of the book and its parts, author, date, audience, place of writing, type of genre, etc. Consult Bible Dictionaries, Bible encyclopedias, and Commentaries for this information.

c. Consider and research the social and/or cultural issues in the passage
Here you are looking for immediate sociological questions like honor/shame, patronage, and dyadic personality, etc. Cultural questions relate to way of life, daily living, economy, work, and family, etc. Ask, what ancient customs and practices enlighten our understanding of a text?

2. Study the Literary Context:

a. Discuss the *placement* of the passage in its immediate and larger contexts within the book.

b. Use the paragraph divisions from your English translation. Look for clues in the immediately preceding and following contexts (the surrounding paragraphs and chapters) that show how the passage you are considering fits into its context (i.e., why it is where it is). (1 page)

c. Consider the following special features of Gospel genre:

Special Features for Understanding the Literary Context of the Gospels: How do you read the Gospels?

1. How do we read **individual stories**?
 - a. Asking the standard questions you ask of any story: Who? What? When? Where? Why? How?
 - b. Look for interpretive instructions from the author himself
 - c. Take special note of anything that is repeated in the story
 - d. Be alert for places where the story shifts to direct discourse

2. How do we read **a series of stories**?

- a. Look for connections between stories
- b. Watch for themes associated with these connections
- c. Extract principles from the themes you discover in these connections

3. Read the Gospels **horizontally**...read the parallel passages in other Gospel accounts. Use a Synopsis (“see together”).

- Think horizontally

-be aware that there may be “parallel” passage in one or more of the other Gospels

-different writers often used the same stories in a different connection

-parallels give us an appreciation for the distinctives of the other Gospels

-parallels also give us an awareness of the different contexts of similar materials

4. Read the Gospels **vertically**...consider Jesus’ context as well as the context of the Gospel writer

- Think vertically

-remember we must consider the context Jesus and also of the evangelist

Take Note of Special Literary Forms in the Gospels

1. Exaggeration
2. Metaphor and Simile
3. Narrative Irony
4. Rhetorical Questions
5. Parallelism - synonymous, contrastive, developmental
6. Parables

How Should We Read the Gospels? The 2 Main Questions:

1. What does this small story tell us about Jesus?
2. What is the gospel writer trying to say to his readers by the way that he puts the smaller stories together?

Understanding the Historical Context of the Gospels

- Give attention to the historical context of Jesus
- Give attention to the historical context of the Gospel writer

d. Give a summary statement of your research on the historical and literary context of your passage.

GUIDE FOR WRITING NT EXEGESIS PAPERS: GOSPELS

Page numbers here are suggested guides only. The major concern is that you accomplish the required work. However, the final product should follow the specifics in the syllabus.

Summarize your background study paper

This section should be a summarized presentation of the major results from your previous background study. Use your research from your background paper to write this section. Use additional outside sources such as Bible commentaries, dictionaries, encyclopedias, and/or histories. **(1–1.5 pages)**

Conduct a Discourse Analysis of Your Selected Passage

Challenge 1: Identify the participants, process, and circumstances in the narrative (transitivity).

The first challenge was to boil down the theory into a simplified framework that my students could readily understand and learn. I explained that there are 3 components common to all linguistic representation:

1. The participants (the who & whom) What role each participant is playing in the narrative.
2. The process (i.e., what is happening?)
3. The circumstances (when, where, how, why) What is happening and what role does each participant play?

Using this system of “transitivity,” we represent through language who is doing what to/for whom under what kind of circumstances.

Challenge 2: Identify the meaning of the message and how it all fits together (coherence)

- Use the existing paragraph divisions and titles in your English Bible as a starting point.
- Ask the following two-part questions in sequence about your passage:
 1. Who are the main participants in the paragraph and, how do you determine that those participants are the main ones?

These questions are tracing the interaction between the external participants (writer and audience) and the internal participants (characters in the narrative or exposition). Participants that get the most press usually correspond to the main participants. Looking at the

clauses/sentence level, determine subject, predicate/verb forms, direct & indirect objects, and prepositional phrases & adverbs.

2. What are the role relationships between those participants and, how do you determine the role relationships between those participants?

These questions require that you look further at descriptions of those participants (external and internal participants) and who is doing what to/for whom.

3. What are the main processes and, how do you determine that those processes are the main ones?

These questions focus on what is happening. The main processes are usually repeated—either with the same or related words. While prominent participants and processes are picked up in the previous questions, you may need to look for circumstances that are possibly emphasized in your passage before painting an overall portrait. Look for patterns of repetition and try to discern prominent fields of meaning (i.e., what processes or circumstances are emphasized?).

- Finally, are there any other words or ideas that are emphasized before painting an overall portrait of the passage with the answers that have been given above?

Challenge 3: Compare your passage to determine if there are parallel passages by other Gospel writers.

There are some events that are covered by all four, three, two, or only one Gospel writer. Use a Gospel Harmony to see if other Gospel authors recorded the same or similar story. Sometimes you may have to conduct discourse analysis on those passages to determine if a different Gospel author recorded the same event, but with a different perspective. Note these in your research. Sometimes you may even need to cover them in parallel fashion. For example, the Lord's Supper passage has striking parallels across the Synoptic Gospels and even 1 Corinthians 11.

The 5 Steps from Grasping God's Word (pp. 39-49)

Step #1 Grasping the Text in Their Town:

Question: What did the text mean to the biblical audience?

After you have conducted your background research and your discourse analysis of your passage, it is time to write up your results. The following 5 step outline may be used to write your paper, but you are not bound to this outline. For Step 1, include the following items in your paper.

Gospel Harmony Examination. If your passage is covered in other Gospels, make your comments and comparisons. (1-2 pages)

Paragraph Analysis. Identify the theme of each paragraph in one sentence per paragraph. The theme may be a key sentence taken directly from the text *or* a statement in your own words. Wrestle with the passage before you go to commentaries. (1-2 pages)

Verse Analysis. Your discourse analysis will inform your writing on the individual verses in your passage. Here, you are interacting with the text by using the results of your analysis above. Include the items listed below as you write your paper. You may use your personal sermon outline (below) of the passage or the 5 steps listed here. (coverage as needed here)

Comment here on important features of individual verses. (In a longer passage, you may need to focus on paragraphs instead of each verse.) Consider your discoveries from your discourse analysis. Comment on the flow of the argument or story-line from verse to verse (or paragraph to paragraph), including addressing why certain things may be stated in a particular way, why certain statements are included where they are, why omissions of expected materials occur, etc. Comment as needed on important theological words or ideas. Notice where else in the book or in other biblical books certain words or ideas are found. Consult concordances and theological wordbooks here, including any cross-referencing guide you like (such as that found within most Bibles themselves. Do your own work here. Wrestle with the passage before you go to commentaries. **(2-3 pages)**)

Theme. Look for the overall theme of your passage. Consider that your paragraphs may also have sub-themes that relate to the over-all theme of the passage and larger section of the Gospel. Based upon the various stages of your detailed analysis above, and especially building upon your statements of theme for each paragraph, discern what the author's main point is. How does this relate to Luke's purpose for including this story in his gospel?

Word Study. Include here the major results (summary) of your word study (not the raw data you presented earlier). Also remember that you may need to do other word studies for this larger project. **(1 page)**

Sermon or Teaching Outline. This is your preaching outline that is designed for your specific audience in mind. Use present tense verbs in order to make your presentation contemporary. **(1/2 page)**

Commentary Comparison. Include here any additional essential insights gleaned from exegetical commentaries. **(1 page)**

Note 1: The use of commentaries should be limited when you first approach your passage. Avoid the tendency to go straight to commentaries for your answers. This will rob you of the delight and benefit of self-discovery in Bible Study. Allow the Holy Spirit to speak to you through the process of exegesis. Use your commentaries to give correction to your study and add insights in areas you have not yet studied. You want to avoid allowing commentaries to become an unhealthy crutch and a hindrance to developing your own spiritual insight in Bible study.

Note 2: Page numbers here are suggested guides only. The major concern is that you accomplish the required work. However, the final product should be no less than ten (10) and preferably, no more than twelve (12) pages, single-spaced. You will not be penalized for going over the limit.

Step #2 Measuring the Width of the River to Cross:

Question: What are the differences the biblical audience and us in this passage?

By this point, you should have a thorough understanding of the background of your passage and what the author intended his message to be for his audience/recipients. You should also have a clear understanding of your particular passage down to the details. You have even outlined your passage for the purposes of preaching and/or teaching. Now you must begin the process of applying your passage to your present, contemporary audience. You will begin by deciding what differences and similarities exist between the original hearers and your audience. Decide these and write them down.

Consider the differences between the culture, language, time, situation, covenant, setting, etc. Determine the differences between the recipients and us. Determine the similarities between the recipients and us today.

Step #3 Crossing the Principlizing Bridge:

Question: What is/are the theological principle(s) in this text?

Depending on the passage you are working with, this may be one of the most important and difficult tasks of your exegesis. This is a critical task for every interpreter. Try to identify any similarities between the biblical audience and us today. Follow the guidelines below to avoid misinterpretation of the passage. Here are some helps from Duvall and Hays and Fee and Stuart.

General Criteria for Formulating a Principlizing Bridge: the principle should...

- 1) Be reflected in the text
- 2) Be timeless and not tied to specific situations
- 3) Not be culturally bound
- 4) Correspond to the teaching of the rest of Scripture
- 5) Be relevant to both the biblical and contemporary audience

Special Considerations for Determining Principles in the Gospels

- Look for explicit instructions in the author's introductory statements, conclusions, or parenthetical comments
- Focus especially on direct discourse sections in the story
- Ask the standard narrative questions
- Pay attention to what is repeated
- Note the way the writer connects surrounding episodes together

Write: the theological principle(s) using present tense verbs that are similar between them and us from the text. You are now bridging the past to the present.

Step #4 Consult the Biblical Map:

Question: How does our theological principle fit with the rest of the Bible?

Here your task is to reflect back and forth between your text and the teachings of the rest of Scripture. Is your principle consistent with the rest of Scripture? Do other portions of Scripture add insight or qualification to the principle? Your principle ought to fit with other parts of the Bible.

At the end of this step, you may need to re-word your principle based upon what you find. Fine tune if you need to.

Write out a clear theological principle based upon your findings.

Step #5 Grasping the Text in Our Town:

Question: How should individual Christians today apply the theological principles?

Application is the response you desire for the audience to the meaning of the text. It answers the “so what” question of the original meaning. Here are some general guidelines for making application of your text and what it meant to the original readers/hearers and what you want your contemporary readers/hearers to understand and follow:

A. Observe how the principles in the text address the original situation

Look carefully at how the biblical principle addresses the historical-cultural situation. You are looking for how the biblical author wanted his readers to respond to and apply his message? Look for *key elements* present in the intersection of the text and they situation that will prove significant for the rest of the application process. Is there a . . .

Command to obey?	Teaching to act on?
Example to follow?	Truth to believe?
Promise to claim?	Prayer to pray?
Warning to heed?	Blessing to claim?

Write: out the key elements you have discovered as the principles you identified intersect with the situation of the original hearers.

B. Discover a parallel situation in a contemporary context

You are looking for situations in our own world that parallel the key elements you identified in “A.” This is a final, but very critical exercise in exegesis. Faulty application can lead to incorrect understanding of the Scriptures and how we are to live by them today! Remember:

C. Make your applications specific

This part of application is how you want your audience “live out” the principles as they relate to key elements identified above.

Here are Fee and Stuart’s Guidelines for Application:

Discovering the Parallel Situation in Our Contemporary Context for Application of the Timeless Principles (Fee)

- 1) Whenever we share “comparable particulars/contexts” with the first-century hearers, God’s Word applied to us is the same as His Word applied to them.
- 2) Exercise caution when extending application of comparable particulars in one text to that of OTHER contexts...OR...to a context foreign to the original hearers
- 3) Whenever we DO NOT share “comparable particulars”...

If the first century issue has no 21st century counterpart...

- Search for the timeless principle in the passage which transcends time/culture

If the first century issues speaks to issues that could happen, but are highly unlikely to happen...

- Apply the principle to genuinely comparable situations

- 4) Distinguishing between matters of indifference
 - a. What the epistles indicate as indifferent are (food, drink, observance of days, etc)
 - b. Matters of indifference are not inherently moral but cultural
 - c. Observe the “sin-lists” in the NT for specific matters that do make a difference (Rom 1:29-30; 1 Cor 5:11; 6:9-10; 2 Tim 3:2-4)
- 5) Differentiating Texts Which Are Culturally Relative and Non-Normative:
 - Does the issue defy the core teachings of the Bible?
 - Is it a moral issue or not?
 - Does the Bible handle the issue consistently and uniformly?
 - Does the NT distinguish between principle and practice?
 - Did the NT not speak to issues due to their limited options to do so?
 - Some cultural differences are not immediately obvious Seek charity toward others who see such texts differently (Fee)

D. Role of Holy Spirit

-HS gives guidance to the interpreter (see Klein, Blomberg, Hubbard, 503-04) for Zuck's 14 summary views

Adapted from

Grasping God's Word, by J. Scott Duvall and J. Daniel Hays

How to Read the Bible for All Its Worth, Gordon Fee and Douglas Stuart

Introduction to Biblical Interpretation, William W. Klein, Craig L. Blomberg, and Robert L. Hubbard, Jr.

HOW TO DO WORD STUDIES

Dr. Craig Price

Step One: How to Decide Which Word to Study

1. Look for words that are *repeated* by the author
2. Look for *theological* terms
3. Look for words that are *central* to the passage
4. *Compare* your selected word in different English translations

Step Two: Identify the Greek Word Behind the English Word

A. If you are using computer software:

- For PC Microsoft Windows Users:
 - BibleWorks- fairly inexpensive, but powerful to do word searches
 - NIV Study Bible- by Zondervan, fairly inexpensive but limited
 - Logos- library base, language package; very expensive, but excellent
- For Mac users:
 - Accordance by Oaktree Software
(newer Macs now have a Windows platform to run the programs above)

B. If you are using books:

1. Look up your English word in a concordance
 - Concordance = lists all English words & gives references
 - Exhaustive concordance = lists *every* word in the Bible
 - Partial concordance = many Bibles have an abbreviated listing in the back

Note: You must use a concordance that matches the English translation you are using. Here are some examples:

Strong's Exhaustive Concordance- lists every English word in KJV translation;
REF BS 425 S776 2001

NIV Exhaustive Concordance- lists every English word from the NIV translation

NASB Exhaustive Concordance lists every English word from the NASB translation
Greek-English Concordance to the New Testament- lists every place the Greek word behind your English word is used in the NT and then gives you the English translation! REF BS 2302 K646 1997

2. Locate the verse you are studying in the concordance
3. Find the reference number for your English word in that reference
4. Locate your reference number in the dictionary of your concordance
Note *Strong's* has one set of numbers for Hebrew (OT) and another for Greek (NT)
5. Read and record the definitions of your English word in the Hebrew or Greek dictionary provided in Strong's dictionary

Now you can locate the Hebrew or Greek word behind any English word without knowing the the biblical language!

Step Three: Determine the Range of Meaning for Your Word

Semantic Range: Different possibilities of meanings for a word

The semantic range gives the entire range of possible meanings for a particular word. Look at all the different definitions in your Strong's dictionary to get an idea of the range of meanings for your word. Check different translations of your verse to get a feel for the ways your word might be used.

You can also look at your English word in Hebrew (OT) or Greek (NT) and look it up in a lexicon (dictionary).

Etymology: History of how a word was used: *Diachronic (through time)*

This is a word's origin and developmental history. Words change in meaning over time and in different contexts. Etymology of a word may have nothing to do with the word's usage in a particular passage. Avoid the "root fallacy," which assumes the basic root meaning is the same in every context.

Contextual usage of the word: How the word is used by your writer/book: *Synchronic (within time)*

Determine the use of your word in the immediate context of your passage, the usage in the larger context of the book, and how it is used in the genre you are studying. For example, "fear" takes on a different flavor when used in Wisdom literature.

Step Four: Decide What the Word Means in Your Verse

Now you are ready to write the word study in your paper/sermon based upon your research.

New Testament Word Study Resources

New International Dictionary of New Testament Theology (4 vols.) has several indices for looking up words (user-friendly)

Theological Dictionary of the New Testament (10 vols.) has extensive research into meaning, background, and usage in OT, NT, and Apocrypha. Several indices in vol. 10 to locate word in other volumes (somewhat user-friendly)

Theological Lexicon of the New Testament requires reader to locate word in Greek alphabetically. (Not user-friendly)

Exegetical Dictionary of the New Testament (3 vols.) has index in volume 3 to help locate words (user-friendly)

Robertson's Word Pictures (6 vols.) is set up by biblical book, chapter, and verse; it does not assume the reader has knowledge of Greek and gives the part of speech and definition of the word in the context of the NT book (user friendly)

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